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ABSTRACT

This book describes the range of causes, remedies, research, and theory on troublesome behavior in schools, focusing on what may be of practical value to teachers in ordinary classrooms and schools. It demonstrates how problem behavior can be understood in terms of students' motives; students' domestic, peer group, and classroom context; and how these can be coped with through a teacher's skills, techniques, and attitudes. The arrangement of the book lends itself to use as an inservice or seminar text; each chapter contains discussion points and exercises for participants. (JD)

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